

Culturally Responsive Teaching (CRT)

Culturally responsive educators strive to create inclusive learning environments that leverage diversity, student backgrounds, and lived experiences as resources for learning and success. They enhance learning and meaning making through relevant and challenging learning experiences that connect new concepts to students' existing knowledge (Ginsberg & Wlodkowski, 1995; Hammond, 2015). **Culturally responsive teaching (CRT)** is defined as teaching that occurs in a learner-centered environment where the perspectives of ethnically diverse students are used as conduits for teaching them more effectively. CRT is based on the assumption that when course content is framed and situated within the context of students' lived experiences, it becomes more personally meaningful and appealing, which increases engagement and facilitates conceptual learning (Gay, 2010; Richards, Brown, & Forde, 2007).

“Culturally responsive teaching is about weaving together rigor and relevance” (Muñiz, 2019).

For Wlodkowski and Ginsberg (1995), CRT involves the following four elements.

1. Establishing Inclusion: creating a learning environment in which learners feel capable, respected, accepted, and connected to one another.

Norms:

- Emphasize the human purpose of what is being learned and its relationship to the students' experience.
- Share the ownership of knowing with all students.
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.
- Treat all students equitably.

Procedures & Structures: Collaborative approaches; cooperative learning groups; ground rules; learning communities.

2. Developing Positive Attitude: creating a favorable disposition toward the learning experience through personal relevance and choice.

Norms:

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Procedures & Structures: Clear goals; fair/clear evaluation criteria; relevant learning models; authentic learning.

3. Enhancing Meaning: creating challenging learning experiences that include learners' values and perspectives, past experiences, emotions, goals, and an awareness that their state of mind influences the learning process.

Norms:

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner.
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.

Procedures & Structures: Critical questioning; problem-solving; case study; project-based learning; reflective-practice.

4. Engendering Competence: recognizing the varied ways in which students can perceive meaning and authenticity, then developing assessments that account for these differences.

Norms:

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.

Procedures & Structures: Feedback; contextualized assessment; authentic assessment tasks; portfolios; specs grading.

Based on Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.



Transparent Assignment Template: Developing Attitude

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Winkelmes' (2013) Transparency in Learning and Teaching (TILT) project encourages educators to use a transparency assignment template as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Winkelmes' national study found that simply providing 1) a clear purpose, 2) set of tasks, and 3) evaluation criteria for the completion of the task, enhanced students' success, especially that of first-generation, low-income, and underrepresented college students.

Purpose: Define the learning objectives in language and terms that help students recognize how this assignment will benefit their learning. Ideally, indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course/in school/in this field/in professional life...

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline...

Task: Define what activities the student should do/perform. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any mistakes to be avoided.

Criteria for Success: Define the characteristics of the finished product. Provide multiple, annotated examples of what these characteristics look like in practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. With students, collaboratively analyze examples of work before the students begin working. Explain how excellent work differs from adequate work. It is often useful to provide or compile with students a checklist of characteristics of successful work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.





Exam Wrappers: Engendering Competence

Exam wrappers or cognitive wrappers are short survey activities or interventions that direct students to reflect on and review their performance (and the instructor's feedback) on an exam with an eye toward improving their future learning by identifying effective study and remediation strategies, increasing ownership, and enhancing their self-awareness. Exam wrappers ask students three kinds of questions:

- 1) How did they prepare for the exam?
- 2) What kind of errors did they make on the exam?
- 3) What could they do differently next time?

Exam Wrapper: Post Exam

1. Let's start by reviewing the learning process. Estimate the amount of time you spent (in hours or minutes) on each of the study practices listed below. Please be honest.

	How much of your time was spent on this task?	Do you think this was sufficient?
A. Using the textbook to make sense of something you didn't understand in class		
B. Using online material or videos to make sense of something you didn't understand in class		
C. Reviewing your notes to identify topics or concepts where you still needed more practice		
D. Discussing topics or concepts you were unsure about with others (tutor, mentor, peers, etc.)		
E. Asking questions about topics or concepts you didn't fully understand		
F. Working on practice problems		
G. Contacting your professor when you had a question		

2. What score do you think you will get on this exam? Why?

3. Reflect on the test questions. Was the material and the questions on the test what you expected?

Circle your answer: YES NO

Recall a problem or question that you found difficult. Write down the problem or question below and explain why it was difficult for you.

4. If you could go back in time to prepare for this exam, what would you do differently?



Exam Wrapper: Post Grade

1. Does your score match what you thought you would get on this exam?

Circle your answer: YES NO

If YES, why were you confident in your ability to judge your test score? If NO, why do you think your expectation did not match the outcome?

2. Reflect on your study practices. Based on your performance on this exam, would you change how you study for the next exam?

Circle your answer: YES NO

If YES, what would you do differently and why? If NO, why not?

3. To develop the practice of learning from mistakes on exams, please review your exam and select up to 5 questions you missed or received partial credit for.

Explain your mistakes.

What did you not understand?

Explain your new understanding.

What do you know now & how did you learn it?





KWL-W: Enhancing Meaning

KWL-W charts are graphic organizers that can help learners organize information before, during, and at the end of a lesson, unit, or course. They can be used to engage learners in a new topic, activate prior knowledge and curiosity, monitor learning, and make connections.

What do you KNOW ?	What do you WANT to know?	What did you LEARN ?	WHY does it matter?
Students can do this individually or in small groups. Often, educators create a master list of all responses. One question that frequently emerges for educators is how to address misconceptions students share. Sometimes it is appropriate to correct false information at this point in the process. Other times, you might want to leave the misconceptions so that students can correct them on their own as they learn new material.	Some students may not know where to begin if they don't have much background knowledge on the topic. Therefore, it can be helpful to use Who? What? Where? When? Why? How? as prompts. Many educators suggest that students' responses and questions be used to direct the course of study. This step provides an opportunity for educators to present what they hope students will learn in the unit.	Some educators have students add to this column at the end of each lesson, while others have students add to this column at the end of the week or the end of the unit. As students record what they have learned, they can review the questions in column 2, checking off any questions that they can now answer. They can also add new questions. Students should also review Column 1 so they can identify any misconceptions they may have held before beginning the unit.	This is a new column we've added to the original KWL strategy to enhance relevance, connection, and personalization. Ask students to consider why learning this is important and to reflect on the connection between their new learning and other contexts or concepts in the course, in other courses, in their field of study, and/or in their lives.

